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ABSTRACT

Over the years, researchers have defined "leadership" in myriad ways. On the whole, they have found that there are various kinds of leadership, that leadership works in many ways, and that it has distinctive requirements and processes. Leadership does not result merely from individual traits, but also involves attributes of the transaction between those who lead, those who follow, and situational variables. Transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morale. A study of the most effective college presidents found that exemplary educational leaders relied on respect rather than popularity, worked longer hours, made decisions more easily and confided less in other presidents than did their counterparts. Five attributes emerge which define transformational leaders: influence; people orientation; motivation; values; and vision. The development of good leadership qualities requires good communication, promoting mutual rewards between leaders and followers, handling power with care, learning to make decisions, becoming a positive force, and articulating a winning mission. Mentoring programs can also help to strengthen leadership by linking experienced administrators with those who are interested in learning new skills. A leader competency checklist is appended. (JMC)

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A SEARCH FOR LEADERSHIP

LEADERSHIP: WHAT DOES IT MEAN?

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TABLE OF CONTENTS

	Page
INTRODUCTION.	1
LEADERSHIP: WHAT DOES IT MEAN?	1
Leadership Style	9
The Effective Administrator.	10
Leadership Development	11
Mentoring Programs	18
BIBLIOGRAPHY.	23
APPENDIX A	
The Leadership Formula	26
APPENDIX B	
Leadership Competency Checklist.	28

INTRODUCTION

The term "leadership" has been widely used, yet there is a widespread disagreement among the scholars as to its meaning. Clemmons and Mayer (1987) and Chapman (1984) noted that leadership is a slippery, elusive, and nebulous concept.

According to Stogdill (1974), the Oxford English Dictionary notes the appearance of the word "leader" in the English language as early as the 1300s. However, the word "leadership" did not appear until the early 1800s.

LEADERSHIP: WHAT DOES IT MEAN?

From the time of the ancient Byzantium era to the present day, the practice and theory of leadership have engaged man's interest. Everyone who has written about it seems to have their own definition or explanation.

The following are selected definitions of the term "leadership" found in the literature that embraces several key concepts for the purpose of this paper. "Leadership is, by definition, an interpersonal relationship in which power and influence are unevenly distributed so that one person to a greater extent than

they direct or control his" (Fiedler, 1967:11). "Leadership is principally an action-oriented interpersonal process" (Cribbin, 1981:v). "Leadership is the ability to influence or motivate an individual or a group of individuals to work willingly toward a given goal or objective under a specific set of circumstances" (Tucker, 1984:41).

According to Claus and Bailey (1977), leadership should be viewed as multidimensional as well as encompassing the wise use of power, managerial functions, and human relations process. Stogdill (1950:28) defined leadership as the "process of influencing the activities of an organized group toward goal-setting and goal-achievement....It is a process by which the leader influences his followers to achieve group objectives."

A more comprehensive definition of leadership was proposed by Jago that incorporates important aspects from previous writers:

> Leadership is both a process and a property of the individual. The process of leadership is the use of noncoercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are

> perceived to successfully employ such influence (Jago, 1984:2).

The term "transformational leadership" is attributed to Burns (1978). "Transformational leadership occurs when one or more persons engage with others in such a way that the leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978:8). "The leader-follower relationship is critical to our definition of leadership in the community college....Leadership is an evolving, dynamic process in which, at different times, leaders become followers and followers become leaders" (Roueche, Baker and Rose, 1989:19).

Researchers have found that leadership is of various kinds, that it works in many ways and under various conditions, and that it has its distinctive requirements and its processes. The leader is only one component in the multidimensional phenomenon called "leadership."

"Leadership envolves accomplishing goals with and through people. Therefore, leaders must be concerned about human relationships" (Hersey and Blanchard, 1982:84). "The leadership process is a function of the leader, the follower, and other situational variables,

expressed in a formula as follows: L = f (l,f,s) (Hersey and Blanchard, 1982:83).

"The ability to have an impact on the behavior of followers is the critical variable in successful leadership" (Roueche, Baker and Rose, 1989:288). Individual and group motivation is enhanced when followers understand how they fit into the organization. Leadership does not result merely from individual traits, it also involves attributes of the transaction between those who lead, those who follow, and the situational variables.

The transformation leader is aware of, and recognizes needs in potential followers, but goes beyond that, attempting to arouse and satisfy higher needs, to encourage the follower to realize their full potential (Burns, 1978).

This concept of developing the "full person" is in Maslow's hierarchy of needs. Maslow (1954) suggested that human needs are arranged in an order of "prepotency." The most basic needs are at the bottom and the weaker, but more human needs at the top.

Aesthetic
Self-Actualization
Esteem
Social
Safety
Physiological

Physiological needs have prime influence until they are potentially satisfied. Satisfaction at each level activates a new higher level need. Once lower-level needs are satisfied, people want meaning, dignity, self-esteem, the esteem of others, and opportunities to cultivate and express abilities. Often it is the self-esteem and "belongingness" needs that have captured the focus of a work group member. It is the aim of the leader to meet the needs of the person and thus provide need satisfaction.

Burns (1978) defines "leadership" as leaders inducing followers to act for certian goals that represents the values and the motivation - the wants and the needs, the aspirations and expectations - of both leaders and followers. Bennis and Nanus (1985) similarly noted that the genius of leadership lies in the manner in which leaders see and act on their own, and on their followers' values and motivation.

Leadership has become more than defining the

attributes or characteristics of the leader, "it involves understanding the leader-follower relationship" (Roueche, Baker and Rose, 1989:162). Writers have said that leaders create a working environment that promotes with followers, a feeling of being valued, not only for their potential, but also for their actions (Roueche, Baker and Rose, 1989). Leadership enables the individual to satisfy his psychological needs by his own actions, which are the very actions sought by the leader to achieve the purpose of the institution.

In essence, leadership is a relationship between the leader and the follower. It cannot exist by itself; it exists only if followship is produced. Followership then becomes the essential meaning of leadership itself. According to Burns (1978) transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. In contrast, transactional leadership occurs "when one person takes the initiative in making contact with others for the purpose of an exchange of valued things" (Roueche, Baker, and Rose, 1989:31).

McGregor (1966) stated there are at least four major variables known to be involved in leadership:

1) the characteristics of the leader;
2) the attitudes, needs, and other personal characteristics of the followers;
3) the characteristics of the organization, such as its purpose, its structure, the nature of the task to be performed; and
4) the social, economic, and political milieu (McGregor, 1966:73).

Research in the 1950s and 1960s moved away from attempts to isolate successful leadership characteristics and toward a search for a universally effective leadership style (Behling and Rauch, 1985). Generally, research efforts to isolate personality traits that are characteristic of effective leaders have had little conclusive evidence that can be applied universally. The reliance on personality traits as predictors of effectiveness has its limitations, in that, the analysis of these characteristics, they tend to ignore the needs of others and the interaction of various traits and situational factors. Leadership is not a property of the individual, but a complex relationship among variables (Fiedler, 1967).

Millett (1978) also noted the difficulty of determining the characteristics of leadership: authoritarian versus consultative, decisive versus

vacillating, positive versus uncertain, open and friendly versus secretive and withdrawn, widely respected versus disliked and actively opposed, and courageous versus timid. What one staff member may perceive as vigorous and effective leadership could be perceived as just the opposite by another. "Governance within the academic enterprise serves one and only one purpose: to advance work output. Leadership within the academic enterprise serves that purpose and none other" (Millett, 1978:263).

Millett further stated that "a structure and process of decision making could not and should not be separated from an equal concern with a structure and process of leadership and a structure and process of management" (Millett, 1978:xii). Cohen (1983:195) concluded there are "three prerequisites for the achievement of an effective governance process that builds commitment:

1) adequate faculty support;
2) growth-enhancing environment; and
3) leadership quality.

In reality, according to Fiedler (1967) there is no univserally accepted style or model of leadership. Leaders are seldom totally participative, directive or

supportive. Many situational, personal and group variables influence leadership style and effectiveness.

Leadership Style

Likert (1976) described effective leadership style as being comprised of four factors:

1) Supportive leadership;
2) Empahsis on high performance, aspriation and goals;
3) Time and effort spent on team building; and
4) Work facilitation.

According to Tannenbaum and Schmidt (1958) there are two implications in choosing a leadership style: (1) a successful leader is one who is keenly aware of those forces (forces/factors in the leader, in the subordinates and in the situation) which are most relevant to his behaviors at any given time; and (2) the successful leader is one who is able to behave appropriately in the light of these perceptions. "If direction is in order, he (the leader) is able to direct; if considerable participative freedom is called for, he (the leader) is able to provide such freedom" (Tannenbaum and Schmidt, 1958:101).

Millett (1978) stated that the "answer to how one leads is not found in a "leadership of command, but a leadership of understanding, empathy, and faith that

individuals can do and be better than they are" (Millet, 1978:270).

Roberts (1978) concluded there is no secret formula for developing leadership skills, "it seems to be the nature of the human being to acquire leadership skills a little at a time - building upon previously learned precepts" (Roberts, 1987:5).

The Effective Administrator

There are leadership books and articles based on the lives and accomplishments of people who have reached the pinnacle of success. Many of these writings prove to be worthwhile study because in them are valuable lessons for one's own leadership development.

Fisher and Tack (1986) conducted a study of the most effective college presidents and found that these educational leaders relied on respect rather than popularity; made decisions more easily and confided less in other presidents than their counterparts; and they worked longer hours.

> The effective college president is a risk-taker, strong, a loner with a dream, and a strong element of humanity is demonstrated. ...They care about the little people....A close analysis shows that the effective

> president does believe in shared governance but also knows that he is the final authority (Fisher and Tack, 1986:11,13).

Walker (1979) discussed the characteristics of effective and ineffective administrators:

> Less Effective Administrators: ...tend to be much taken with the status of their position and preoccupied with its authority and privileges... believe that the heart of their responsibility is to make hard, unpopular decisions and then to see that the derivative orders are obeyed....Tend to regard the institution as either inert or perverse ....(view faculty) as impractical when not seen as troublemakers (Walker, 1979:2-3).
>
> More Effective Administortors: ...accept the privileges and status of their office, but wear them lightly....do not perceive attacks coming from faculty or students - even intemperate attacks - as personal or as "threats to the crown."...regard themselves as serving an enterprise larger than they....always willing to accept alternate solutions, including, or even especially, solutions proposed by others....tend to be "good politicians" (Walker, 1979:4-5).

Leadership Development

The broad generic skills of effective leadership can be taught and learned (Roueche, Baker and Rose, (1989). The writers noted the lack of adequate preparation and leadership training for many involved in community college leadership at all levels. They concluded by stating that "without directed and individualized leadership training, we questions how

community college leaders can influence, shape, and embed values, attitudes, beliefs, and behaviors in their followers" (Roueche, Baker and Rose, 1989:288).

In a study on community college presidents, Roueche, Baker and Rose (1989) examined the practices of 256 transformation presidents to find out how they orchestrate change in the college to respond to changes in the community. The study includes a look at the role of teamwork and collaborative decision making, the relationship between the institution and the individuals in it, motivation, and personal values, with emphasis on integrity and commitment to learning. Also included, are the special contributions of minority and women leaders.

Roueche, Baker and Rose (1989) listed five attributes and their operational definitions of transformational leaders:

(1) VISION - A leader-conceptualized view of the future. While shared with others, the vision is the primary responsibility of the transformational leader.

(2) INFLUENCE ORIENTATION - The process of shared attention to problems and understanding of roles to be played in resolution. Generally results in increased delegation and empowerment, resulting in self-actualization of both leaders and followers.

(3) PEOPLE ORIENTATION - The process of leader and follower interaction in which the team is considered a living system, and where the strengths of each team are maximized. At the same time, there exists a strong focus on the individual.

(4) MOTIVATIONAL ORIENTATION - The process whereby the mass of the organization accepts a new vision and mission. Followers are motivated to achieve and are excited through performance and results.

(5) VALUES ORIENTATION - Constitutes the moral fiber of the leader to include: commitment, quality, integrity, trust, and respect through example. Viewed as an ethical orientation that is morally accepting to and uplifting for followers (Roueche, Baker and Rose, 1989:90).

This important study provides valuable lessons to be learned from those leaders who can transform their concept of what the future should be into a commitment believed in and carried out by their faculty and staff - a shared vision.

Are you a leader? In assessing your own leadership growth and development (your leadership potential) compare your attributes and beliefs with the following description of "transformational leaders:"

There are five themes that are common to transformational leaders: influence, people orientation, motivation, values, and, most important, vision. (Roueche, Baker and Rose, 1989).

> TRANSFORMATIONAL Leaders believe in teamwork and shared decision-making. They have a bias for action, and they empower others to act. They try to develop a collaborative situation that is not dependent on any one individual for success.
>
> THEY value people, both as members of the team and as individuals. They respect individual differences and value the opinions of others. They reward work well done. Students are a focal point of their efforts.
>
> THEY understand motivation. They have high expectations of others and inspire them to develop their creative and problem-solving skills.
>
> THEY have a strong personal value system. They value consistency, integrity, commitment to student learning, and openness. They model the conduct they expect of others.
>
> TRANSFORMATIONAL Leaders have a vision of what their college can become. They are willing to take risks and commit their colleges to new directions that incorporate the needs of their communities (Roueche, Baker and Rose, 1989:12).

Development of Leadership Skills

What follows in this section of the paper is a break from traditional leadership literature to a more practical discussion on how to develop your own leadership skills.

Chapman (1984) developed a formula for increasing one's leadership potential. This "leadership formula" is presented in graphic form as a multi-leveled pyramid (Appendix A).

The formula graphic shows the management function running parallel to the foundations of leadership Since leaders can never get completely away from their management responsibilities, management skills constitute part of the substance clearly related to back up a successful leadership style (Chapman, 1984:24)

Each level of the formula represents a different foundation for leadership. Although no one foundation is more important than any other, there is a crescendo effect as you move from bottom to top. All the foundations are interrelated, interlocked, and interdependent and encourages one to learn the essence of leadership one step at a time. The object of the formula is to put more "leadership into your style."

Listed below are the six foundations in the leadership formula:

(1) COMMUNICATION - Become a better communicator. Leaders must be perceptive listeners, experts at one-on-one conversations, students of group dynamics and outstanding speakers and writers (Chapman, 1984:26).

(2) MUTUAL REWARD THEORY - States that a relationship between two people (groups) is improved and enhanced when there is a satisfactory exchange of rewards between them. It is upon this human-relations principal that all leader-follower relationships are built (Chapman, 1984:42).

(3) HANDLE POWER WITH CARE - Every leader must, at times, let his or her leadership show. Authority must be communicated. Structure must be imposed. Timing is important. Followers study their leaders carefully and are more sensitive to how leaders use power than the leaders themselves realize (Chapman, 1984:61,74).

(4) LEARN TO MAKE DECISIONS - Leaders and followers agree that good decision making is a primary criterion for successful leadership. The group decision making process should be followed as long as it leads to better decisions (Chapman, 1984:98).

(5) ESTABLISH YOURSELF AS A POSITIVE FORCE - A positive force is nothing more than positive expectations. It is a dynamic force that emanates from a leader and pulls the entire group into an inner circle of involvement and activity. Without the positive force, the organization loses it life (Chapman, 1984: 104-105).

(6) ARTICULATE A WINNING MISSION - A mission should be an extension of the positive force created by the leader. A mission has two purposes: 1) to hold a group together and 2) to head them in the right direction (Chapman, 1984:128).

The leadership formula provides some practical guidelines to those who wish to acquire the skills and behavior patterns associated with successful and effective leadership. Case studies are presented by Chapman (1984), along with many leadership activities and exercises and concludes with the Leadership Competency Checklist (Appendix B) (Chapman, 1984).

In summation, leaders tend to visualize what could be, then sort out, what is. They act in relation to that vision by articulating it for others to embrace (Bellman, 1986). "Leaders need vision" (Cohen, 1983:182). "Vision is central to leadership success" (Bennis and Nanus, 1985:90). "Vision is a key component of leadership; it is that mental journey from the known to the unknown, creating the future from the montage of current facts, hopes, dreams, risks, and opportunities that effective leaders embrace in all walks of life" (Hickman and Silva, 1984:25). Lastly, Walker (1989) stated:

> Leadership is a subtle combination of the act of creating a vision of what an institution can be and then selling that vision, by personal example, and by successful experience in which it's possible for many people to participate (Walker, 1989:120).

According to Roberts (1987) there is no magical formula for developing leadership abilities. Any extraordinary method for accelerating the acquisition of leadership skills, attitudes and attributes is yet to be discovered....It seems to be the nature of the human being to acquire leadership skills a little at a time - building upon previously learned precepts.

There is an endless supply of books and articles on leadership development. One can increase their effectiveness in leadership roles through education, training, and development. There are leadership training seminars and workshops in addition to national, state, and local organizations that will assist in developing one's leadership abilities.

Mentoring Programs

Moore (1982) noted that many mentors operate not to teach directly, but to awaken, test, or exercise the protege's (mentee's) talents. "A mentor must believe in and fully committed to the mentorship process. The mentor/protege relationship must be built on trust. This process takes time and involves nurturing and careful and accurate feedback in assessing the protege's leadership growth and development" (Fujimoto, 1990).

> Mentorship at its best is an expansion in depth and commitment beyond the usual supportive, administrative, or tutorial functions of the supervisor or manager. It is a type of learning relationship that focuses as much upon the personal and professional development of both individuals as it does on the novice acquiring specific skills. Like marriage, mentor relationships evolve as both individuals interact; such relationship cannot be made or assigned, but can only be given an environment in which to develop (Taibbi, 1988:60).

The Association of California Community College Administrators Management Development Commission established a Mentor Program in 1988. The Mentor Program is designed to strengthen the leadership in California community colleges by linking experienced administrators with those who are interested in learning new skills and expanding their knowledge. The program promotes trends and practices in community college administration.

The Mentor Program is a year-long experience and requires the participant's college district endorsement. The participant, along with the mentor are required to (1) develop an action plan, which explains what the participant hopes to accomplish; (2) attend an orientation session; and (3) participate in all activities relative to the Mentor Program. For additional information, contact:

ACCCA Mentor Program
C/O Dr. Edward J. Valeau
Coordinator
Skyline College
3300 College Drive
San Bruno, CA 94066

The American Council on Education (ACE) Fellows Program was established in 1965. The Fellows Program identifies future leaders in higher education and

prepares them for positions in college and university administration. During the year-long terms, fellows work closely with presidents and senior administrators at either their home campus or a host institution who serves as mentors and involve them in all aspects of administration.

Fellows also participate in three week-long seminars conducted by leading higher education figures and national policymakers designed to sharpen administrative skills and enhance their awareness of campus and national issues. For additional information, contact:

American Council on Education
ACE Fellows Program
One Dupont Circle
Washington, D.C. 20036-1193

The Ford Foundation has joined forces with the American Council on Education (ACE) to expand the well-known Fellows Program, to create the ACE Fellows Project for Community Colleges - Leaders for Tomrrow. The Fellows Project is especially interested in attracting women and minorities in community colleges to this unusual and exciting leadership development opportunity.

Beginning with the class of 1991-92, the Project for Community Colleges will place particular emphasis on encouraging the participation of a greater number of community college faculty and administrators in the ACE Fellows Program. For additional information, contact:

American Council on Education
Attn: ACE Fellows Program
One Dupont Circle, N.W.
Washington, D.C. 20077-5784

The Mentoring Institute was established in 1978 and has been assisting educators to custom design different types of mentor programs which match participant's needs and goals in a wide range of situations. Programs have been developed for: (1) aspiring administrators; (2) new administrators; and (3) women and minority administrators. The Mentoring Institute provides a wide range of services that includes mentoring workshops, training mentors and proteges, and provides consultations and evaluation of the program. Additionally, the Institute publishes materials on mentoring. For more information, contact:

The Mentoring Institute, Inc.
1200 West Pender Street, Suite 510
Vancouver, B.C.
Canada, V6E2S9

In conclusion, the mentorship process may be just the experience to develop your full leadership potential.

Donald Phelps, Chancellor of the Los Angeles Community College District, commented:

> We must continue to nurture the idea of providing opportunities....continue to nuture (mentor) new people (women and minorities) into positions of leadership we have held (Phelps, 1989:277).

"One of the key roles of leadership is the responsibility to identify and provide for the development of future leaders....Without directed and individualized leadership training, we question how community college leaders can influence, shape, and embed values, attitudes, beliefs, and behaviors in their followers" (Roueche, Baker and Rose, 1989:288).

> "There go my people, I must find out where they are going so I can Lead them"
>
> Alexandre Ledru-Rolling
> 1807-1874

> "GLAUCON: There will be ruling men who are morally good and noble.
>
> SOCRATES: And ruling women, too.
>
> GLAUCON: Don't suppose that what I have said about leadership applies more to men than to women"
>
> PLATO, 4th Century B.C.

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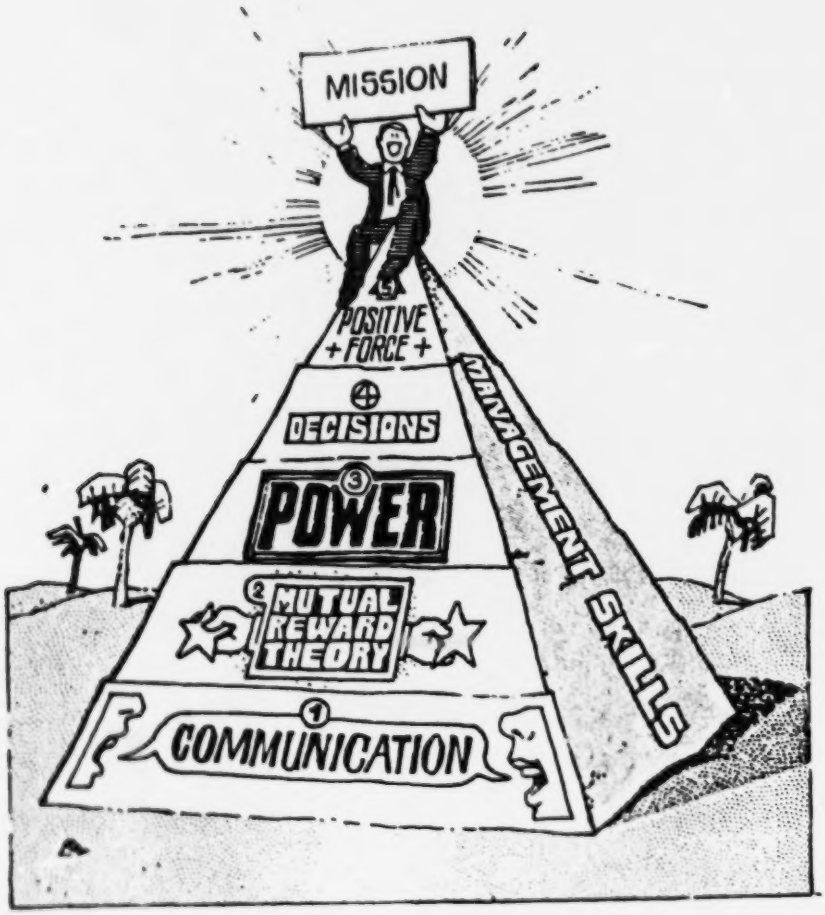
APPENDIX A

THE LEADERSHIP FORMULA



The Leadership Formula

APPENDIX B

LEADERSHIP COMPETENCY CHECKLIST

Leadership Competency Checklist

A competency is a skill, technique, or attitude that can be demonstrated. You can observe leadership competencies in any group setting where there is a designated or volunteer leader. Although not as easy to identify or measure as technical or manipulative skills, leadership competencies are significantly more important to the success of the group. Listed below are the most important competencies discussed in this book. Once you feel that you have woven the skill, technique, or attitude into your behavioral pattern, place a check in the square provided.

Measurably strengthen your leadership ability by improving these communication skills.

- ☐ Become a better listener.
- ☐ Improve your one-on-one communication techniques.
- ☐ Train yourself to become more effective as a small-group leader.
- ☐ Develop your platform speaking skills.

Demonstrate that you can maintain the loyalty of the people you lead by providing the right rewards.

- ☐ Improve your human-relations base by using MRT as a counseling tool.
- ☐ Build better personal reward systems with the people you work with every day.
- ☐ Discover and provide better general rewards for group members with whom you have little or no personal contact.

Measurably strengthen your leadership image by using authority more competently and confidently.

- ☐ Set more consistent, more clearly defined authority lines.
- ☐ Correct violations immediately (and tactfully).
- ☐ Occupy your leadership position with more grace.

Leadership Competency Checklist
(*continued*)

- ☐ Increase your personality power by improving your weaker traits.
- ☐ Increase your knowledge power so that followers will automatically give you more respect.

Improve your decision-making skills to the point where both superiors and subordinates will notice a significant difference.

- ☐ Make better decisions through an improved process.
- ☐ Make faster decisions.
- ☐ Announce them more decisively.
- ☐ Become more skillful at using the group process to make decisions.

Demonstrate to subordinates and superiors that you have measurably strengthened these leadership skills.

- ☐ Establish yourself as a more positive force.
- ☐ Make more things happen by being less desk-bound.
- ☐ Do more motivational delegating.
- ☐ Speak with more clarity and conviction.
- ☐ Project a stronger visual image.
- ☐ Develop and improve the use of both formal and informal communication networks.
- ☐ Improve your surveillance of negative counterforces and take immediate action to dissipate any discovered.
- ☐ Establish a single winning mission.
- ☐ Articulate this mission so that everyone in the group will follow with more enthusiasm.

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